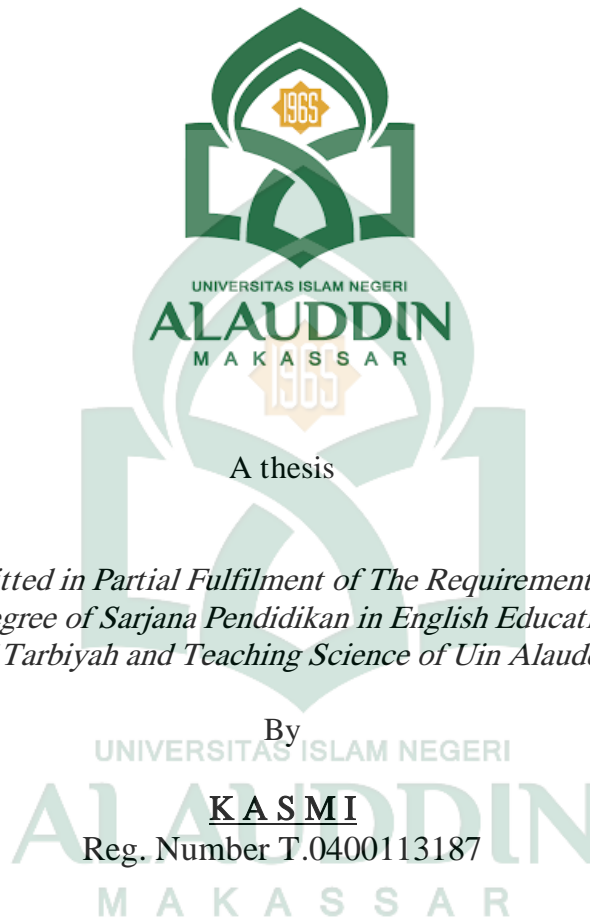


**IMPLEMENTING PICTURE DICTATION TO IMPROVE SPEAKING
ABILITY OF THE SECOND YEAR STUDENTS (II B) AT MA
PESANTREN GUPPI SAMATA KABUPATEN GOWA
PROVINSI SULAWESI SELATAN**



**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHING SCIENCE FACULTY
ALAUDDIN STATE ISLAMIC UNIVERSITY OF MAKASSAR
2017**

PERNYATAAN KEASLIAN SKRIPSI

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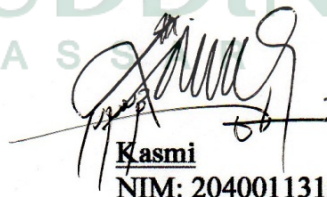
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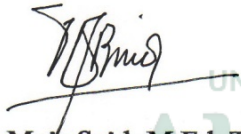
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Makassar, 23 Agustus 2017

The researcher

K a s m i

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ABSTRACT

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Consultant I : Dr. H. Abd. Muis Said, M.Ed.TESOL
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The objective of this research is to improve speaking ability by implementing Picture Dictation of the Second Year Students (II B) at MA Pesantren GUPPI Samata Kabupaten Gowa. This research was classified as Classroom Action Research (CAR). It was conducted in two cycles, which was held three meetings in its every cycle. The subject of this research was the students of eleventh grade of MA Pesantren GUPPI Samata Kabupaten Gowa. They are XI B which consisted of 20 students with 10 boys and 10 girls. The data were quantitative obtained from tests (preliminary study test, first cycle test, and second cycle test) and observation guidelines. The data was gained from test and observation within both first cycle and second cycle and also from observation showed that the students' speaking ability after being taught by picture dictation had significantly improved.

The result of this research showed that improvement of the students' speaking ability from the first cycle to the second cycle has improved. The mean score of vocabulary terms was 3.20 in the first cycle test and became 3.80 in the second cycle test. Besides that, the mean score of grammar in the first cycle was 3.45 became 3.95 in the second cycle. Then, pronunciation terms, the students score from first cycle to the second cycle was 3.20 became 3.65. Furthermore for the students' speaking accuracy and fluency, their score also increase from 3.40 became 3.70.

Based on the data above, the researcher concludes that using picture dictation increased the speaking ability of the Second Year Students (II B) at MA Pesantren GUPPI Samata Kabupaten Gowa Provinsi Sulawesi Selatan.

CHAPTER I

INTRODUCTION

A. Background

Speaking is the most important skill to communicate and to understand each other. This is because speaking is a key to communicate as an interactive process of developing meaning that involves producing, receiving, and processing information. It shows we must be able to speak well therefore we can produce language to understand each other as a goal of speaking learning process especially in foreign language.

Most of people speak more than write in a daily life, but the other hand so many teachers of English ignore speaking and listening skill, the teachers spend the majority of class time on reading and writing skill in learning process. In the fact, Hymes (1972) in Richards and Rogers (2001: 158) stated that the goal of learning language is to communicate but English is not used for communication in their daily life. They are more focus on linguistic form or grammar. Thus, they do not have more chance and motivation to practice their speaking. As consequently, most of the students feel that speaking skill is difficult things to communicate because they do not have experience to apply it. Chomsky in Kaharuddin (2013: 1) stated that much of human language use was created from underlying knowledge of abstract rules drive from innate aspect of mind and human process experience through language. Without having experience, they

become passive ones. In this case, teachers have to teach Speaking as students' experience in learning English.

Furthermore teach speaking skill in the class is not easy as imagined. Based on the researcher's observation at MA Pesantren GUPPI Samata Kabupaten Gowa Provinsi Sulawesi Selatan on September 20th 2016 where the researcher identified the problems of students' speaking as follow: there are some reasons why the students usually get some difficulties to speak in English. *The first*, the students did not like English class because the class was boring. *The second*, the students were lack of vocabulary and the students did not have basic in English to speak. So, they did not have knowledge of making a sentence. *The third*, the students were anxiety, low of confidence and motivation in expressing their ideas. Although, the students spoke, they always spoke in their mother tongue or they chose to be passive ones. *The fourth*, the class environment did not support them to speak English. Thus, the students ignore to improve their skills to speak in English. Therefore, practice is the most important to improve the students' speaking.

Based on the conditions, teachers have to come up with many kinds of ideas to provide the learning facilities as natural as possible. This is important because the goal of the language learning is to achieve communicative competence. The teacher should have a good and unique method to teach speaking, for example using games, picture or study out of the class. In this case, to solve the problems above the researcher will use Picture Dictation to improve students' speaking as method in teaching learning process. According to Heath

(n.d.: 58) said that Picture Dictation is an interesting way in English class. It means that there are some varieties of ways in the learning process which the students do some challenge activities like listen, draw, predict the picture etc.

Then, the most important is the students more interest learn by picture as a method because it is not only interesting but also a visual method that is effective to make the students be more active in the learning process. So, the researcher tries to apply it in speaking teaching through listening first. It is because the listening is related to speaking. Adding to Brown (2004: 140) said that from a pragmatic view of language performance, listening and speaking are almost always closely interrelated and Broughton, et al. (1988: 76) said that however good a student may be at listening and understanding, it need not follow that he will speak well. The teacher only uses the picture and the information of picture. In speaking process, the teacher only dictates the name of each picture in the paper and the students draw the picture, the next students describe it by speaking what they listen before. It can help the students to get the key idea of the information that are dictated. Drawing is one of interesting activities in teaching and learning process. It will make the students more enjoy, do not bored, and be enthusiastic in speaking teaching process. Moreover, picture is one of visual support in teaching process.

On the other hand, Rubin (2011) said that visual support can help the students to understand the text. In the picture dictation activity, the students draw their imagination of the information in the text that the teacher dictated. It will help the students to find out the key idea of the text. Furthermore, the

picture helps the students to remember the information that they listen then the students describe it by speaking.

Therefore, by using picture dictation is believed to have direct influence on the speaking skills because when learning is fun, students can remember what they have learned. Then, based on the description above, the researcher would like to formulate the title:

“Implementing Picture Dictation to Improve Speaking Ability of the Second Year Students (II B) at MA Pesantren GUPPI Samata Kabupaten Gowa Provinsi Sulawesi Selatan”.

B. Research Problem

Based on the previous background, the researcher formulates a research problem:

“How is the improvement of students’ speaking ability by using Picture Dictation at MA Pesantren GUPPI Samata Kabupaten Gowa Provinsi Sulawesi Selatan?”

C. Research Objective

Based on the problem statement above, the objective this class action research is to find out the improvement of students’ speaking ability by Using Picture Dictation.

D. Research Significance

The result of this research is expected to give significant contribution in terms of theoretical and practical as follow:

1. Theoretical Significance

This research is expected to be valuable information and contribution for the teaching and learning process because Picture dictation is interesting method. It is expected to be worthwhile information to improve teaching English in speaking ability.

2. Practical Significance

a. For Students

This research is expected to help the students to develop a new method to improve their speaking and also can motivate them in order to be more interested in learning process.

b. For Teacher

This research is expected to help the teachers guiding their students in enhancing their students' speaking ability in general and their students' interpersonal speaking competence in particular. In addition, the researcher also expects this research's result can give positive contributions for all teachers in teaching their subject in the classroom. The teachers can be easily control their students and achieve the goals effectively. As the last, the teachers will have additional experiences in teaching speaking to the students.

c. For the next researcher

This research is expected to give good contribution to the other researchers as a reference for further studies on a similar topic.

E. *Research Scope*

The scope of this research focuses on the Picture Dictation about daily activity to identifying the students' improvement of speaking in learning English especially in vocabulary, grammar, pronunciation, accuracy and fluency that based on the students' needs and interests at the second years of MA Pesantren GUPPI Samata Kabupaten Gowa Provinsi Sulawesi.

F. *Operational Definition of Terms*

There are several key terms that are used in this study. They are Picture Dictation and Speaking. They are defined in some paragraphs below:

1. Picture Dictation

There are some methods to improve the students' speaking; one of them by using Picture Dictation about daily activity. Picture Dictation is interesting method to improve students' speaking ability to communicate because there are some varieties way in the learning process where the students do some challenge activities because the students first listen, then draw some components of picture related with daily activity that will dictate by teacher afterwards they describe it by speaking.

2. Speaking ability

Speaking ability in this research means the skill of students' to describe the Picture that dictate by teacher by using oral language related some components in speaking that can be easy to understand the meaning, they are grammar, vocabulary, pronunciation, accuracy and fluency.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of related findings

1. Khairunnisa Dwinalida (2013) conducted the result of the study that was aimed to answer or not using Picture Dictation can improve the Listening comprehension of the tenth grade students of SMA Islam Az-Zahra Palembang. The population of this study was the tenth grade students of SMA Islam Az-Zahra Palembang, in academic year 2013-2014. The sample was selected by using total sampling. The result of independent sample t-test showed that there was improvement in listening comprehension achievement of the student who were though through Picture Dictation.
2. Muhammad Syahrir conducted a study about Improving the Students' Speaking ability by using Biography in Picture at the second year of Islamic Boarding School MA As'adiyah Putra Pusat Sengkang, academic year 2013/2014. The subject of this research consist of fifteen students. The instruments were test and observation guidelines. The researcher applied Classroom Action Research (CAR). It consisted of two cycles. Each cycle consisted of three meetings and four steps. The steps include plan, action, observation, and reflection. The result of the research showed that the students' achievement and performance from the first to the second cycle have improved highly. Based on the description above,

the researcher conclude that Biography in Pictures increased the students speaking ability especially in producing Question at the second year of Islamic Boarding School MA As' Adiyah Putra Pusat Sengkang Significantly.

3. Nur Husnil Khatimah (2014) conducted a study about the effectiveness of using picture word inductive model to improve students' vocabulary (a pre experimental research at Madrasah Aliyah (MA) Guppi Samata Kab. Gowa in academic year 2014/2015. In this research, the population is the first grade. The number of the population were 78 students. In taking the sample, Class X A was chosen by using cluster random sampling technique. Pre-experimental method was applied in this research with one group pre-test and post-test design. The instrument used to collect the data was vocabulary test. Based on the result of the research, the researcher suggest that Picture Word Inductive Model may be used as alternative media in teaching vocabulary because it can help students to think inductively, analyze and identify the picture automatically, In order that the students can understand and more interested in learning activity especially in learning English.
4. Amran Mutakabbir (2014) conducted a study using narrating picture to improve the speaking ability of the second year student at SMP Negeri 1 Sinjai Selatan. The objective of the research is to reveal the effectiveness of using narrating picture technique in developing the second year students' speaking ability at SMP Negeri 1 Sinjai. Based on the finding

and discussion of the research, the research drew a conclusion that the use of narrating picture is effective to improve the students' speaking ability in the second year student at SMP Negeri 1 Sinjai Selatan.

As the conclusion of researcher, the findings of some researchers above describe that using Picture generally and Picture Dictation especially in conducting materials in English can make students learn, achieve, and get the goals easily. Three of four researches above are same with this research because this research used Picture. However, all of the researches above have differences with this research. This research will use a picture dictation as the method in speaking teaching process. The students do not write words of dictation, but the students draw in dictation process. It helps the students to be more creative and try to find out the main idea or important information of dictation to describe the picture by speaking.

B. *Some Pertinent Ideas*

1. Concept of speaking

a. Definition of Speaking

Oxford Learner's Pocket Dictionary (2008: 426) speaking is talking to somebody about something, use your voice to say something, be able to use a language, make a speech to an audience. In short, the speaking skill is the ability to perform the linguistic knowledge in the actual communication.

There are some definitions of speaking, one of definition is from Channey (1998: 13) who state that "speaking is the process of building and

sharing meaning through the use of verbal and non-verbal symbols in variety of contexts”.

Byrne (1991: 8) who said that, “speaking is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding.”

Ann in Abdullah (2011: 111) said that speaking is a key to communication. Brown (2004: 140) said that speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-taker’s listening skill.

To discuss about the nature of speaking, Harmer (1983) stated that when two people are engaged in talking to each other we can fairly be sure that they are doing communicative activity. Furthermore, Widdowson and Quirk (1990) state that an act of communication through speaking is commonly performed in face to face interaction and happens a part of dialogue or other form of verbal exchange. What is said therefore, it depends on an understanding. He further states that the use of gesture, the movement of muscles of face, the whole of body in order to make someone understand. All of these non-vocal accomplishment of speaking as communication the transmitted as the visual medium.

The goal of learning to speak a foreign language. Realistically, teachers can’t expect their students to be able to speak like natives. This rate of speech will be slower than the native’s. The pronunciation will not be perfect. There will be many needed words that they will not know. But if they can make them

understood in the language, they and their teacher can be quite proud of their achievement.

Harmer (1983) states that when two people are engaged in talking to each other we can be fairly sure that they in general way to suggest that a speaker makes a definite decision to address someone. Speaking may be forced on him or her in some ways but we can still say that he wants to speak or tends to speak, otherwise he would keep silent. He has some communicative purposes: speakers say things because they want something to happen as a result of what they say. He selects from his language store. The teacher has an infinite capacity to create new sentences if he is a native speaker.

From the definitions above, the researcher can conclude that speaking is sound and symbol produced by the speaker to communicate with the listener to share the meaning.

b. The Elements of Speaking

Speaking is making use words in ordinary voice, uttering words, knowing and being able to use language; expressing one in words; making speech. While skill is the ability to do something well. Therefore, we can infer that speaking is the ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking skill is to perform the linguistics knowledge in actual communication. The ability functions to express our ideas, feeling, thoughts, and need orally (Hornby, 1995: 826).

Richard and Rogers (2001) stated that there are six components of speaking skill that are normally recognized as crucial aspect that should be

mastered those teachers and students in order to apply and practice of speaking.

The six components of speaking are described as in the following:

1) Pronunciation

Pronunciation cannot largely learn successfully by imitation and repetition. Therefore, teachers should have good standard of pronunciation in order that the students can imitate their teacher in any teaching and learning process, but we cannot expect our students to sound exactly like American or Britain and the teachers should introduce the activities will be done in order to give the opportunities to make a lot of repetition.

2) Vocabulary

There are two types of vocabulary in general; they are active and passive vocabulary. Active vocabulary is the words which the students will need to understand and passive vocabulary is the words which we want the students to understand, but they will not use themselves.

3) Grammar

Francis (1958: 27) states that grammar, whose subject matter is the organization of words into various combinations, often representing many layers of structure, such as phrase, sentences, and complete utterances. Grammar is sometimes defined as the way words are put together to make correct sentences. A specific instance of grammar is usually called a structure would be the past tense, noun plurals, the comparisons of objectives, and so forth (Ur, 1996).

Huddleston (1988: 1) stated that the two most basic units of grammar are the word and the sentence: one subcomponent of grammar, called

morphology, deals with the form of words, while the other, called syntax, deals with the way words combine to form sentence.

Grammar is generally introduced in one of two ways in most textbooks. Either the new grammar is incorporated in the dialogue and narrative, or presented in example sentences at the beginning of the lesson. After the students have studied this initial presentation, the individual grammar points are isolated and practice. The teacher either drills the grammar into the students or introduces the concept through meaningful explanation examples and exercise.

4) Accuracy and Fluency

It is now very clear that accuracy and fluency are both important goals to pursue in CLT. While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. Fluency is probably best achieved by allowing the stream of speech to flow; then, as some of this speech spills over beyond comprehensibility, the 'riverbanks' of instruction on some details of phonology, grammar, or discourse can channel the speech on a more purposeful course.

5) Comprehension

Comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of a language in written or spoken (Hornby, 1984). Moreover, it defines as the ability to understand completely and be aware of understanding whatever said by speaker or toward the topics that are discussed during having conversation.

Comprehension is one of many components that should be paid attention to increase students' speaking ability in order to speak better. There are pronunciation, grammar, vocabulary, and fluency. Yet, speaking means making up language in ordinary way that involving those components.

c. Basic Types of Speaking

Brown (2004: 141) said that there are 5 types of speaking, we cited them categories of listening performance assessment tasks. A similar taxonomy emerges for oral production:

1) Imitative

At one end a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled "pronunciation"; no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

2) Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological

relationship (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

3) Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

5) Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

d. Characters of Successful Speaking

When the students choose to learn a language, they are interested in learning to speak that language as fluently as possible. There are the characteristics of a successful speaking activity, as Ur (1996) states four of them as follows:

1) Learners talk a lot

As much as possible of the period of time allocated to the activity is a fact occupied by learners talk. This may seem obvious, but often most time is taken up with teacher talk or pause.

2) Participation is even

To lead the students to express their ideas, comments, or responses orally about something. The learner can mix L2 with L2. In the case of Indonesian students who speak English with few mixes to Indonesian will make the communication run well.

3) Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4) Language is of an acceptable level.

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

e. Reasons for teaching Speaking

Jeremy Harmer (2010: 123) stated that there are three main reasons for getting students to speak in the classroom:

- 1) Speaking activities provide rehearsal opportunities-chances to practice real-life speaking in the safety of the classroom.
- 2) Speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see

how well they are doing: both how successful they are, and also what language problems they are experiencing.

- 3) The more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

2. Picture Dictation

a. Concept of Picture

Hornby (1995) defines picture as a painting, drawing, sketch, etc. Picture gives students information which does not require translation. Picture can avoid long explanation in words which students would understand (collocate Online).

Drawing activity used as a means of teaching and learning has been believed to be very useful and facilitating. Through drawing, the students not only can learn language in an enjoyable way, but also can express themselves.

b. Concept of Dictation

1) Definition of Dictation

Davis and Rinvoluceri (1988: 1) said that In many case the teacher probably read you the text , dictated it, and then read it a third time so you could check through. To many people this, and nothing else, is dictation. Then, David (n.d.: 5) said dictation is another testing device that retains some of its former popularity in certain areas. Dictation is undoubtedly a useful pedagogical device

(if used in moderation) with beginning and low-intermediate-level learners of a foreign language, and the responses that such students make to dictations will certainly tell the teacher something about their phonological, grammatical, and lexical weaknesses.

Harmer (2009: 90) said that dictation is probably the best-known activity for intensive listening, but it fell out of fashion soon after the arrival of the communicative approach. Many Teachers realize, however, that dictation has great benefits as an activity type. Davis and Rinvolucri list ten good reasons for using it in class, including the fact that students are active during and after the dictation, that it is good for mixed ability (because it is entirely receptive, requiring no output from the student) and large classes, and provides access to interesting text. Another benefit is that it is a multiskilled activity, potentially, involving listening, writing, reading and speaking. It is a great way to focus the attention of over animated students or daydreamers at the back of the class. Furthermore, dictation is a very flexible activity, with numerous variations which we will look at in this section.

Firstly, we will deal with some questions that teachers might ask when planning a dictation and some answer.

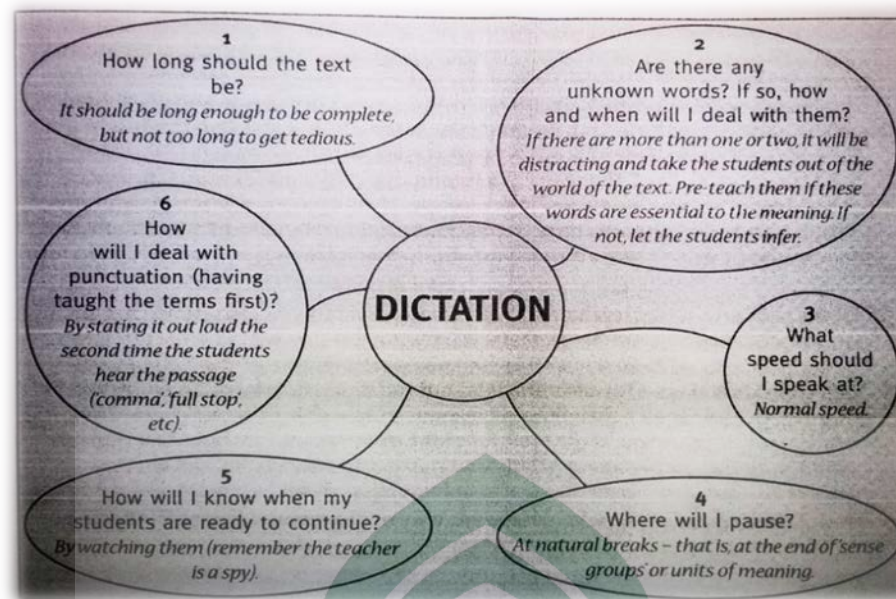


Figure 1. (Dictation)

2) Here is one common approach to using dictation in class :

- a) Read the passage full speed. The student listen only.
- b) Read the passage in chunks, leaving time for the students to write.
- c) Allow a few minutes for students to check individually.
- d) Read the passage again at full speed.
- e) Allow a few minutes for students to check in pairs or groups.
- f) Give feedback to the whole class (hand out the passage or write in on the board).

Dictations have an in-built danger: that students will slip into 'robot mode' writing down what they hear without actually thinking about the content. This problem is similar to that of weak readers or young children reading aloud – they decode words without considering the meaning of the whole sentence, and therefore pause in the wrong places and emphasize the wrong words. Dictations done badly reduce the listeners/writers to machines; they act as nothing more

than speech transcription devices. Here are a number of dictation-based activities that demand interaction or decision-making on the part of the student.

3) Kinds of Dictation :

According to Harmer (2009: 91) said that there are some kinds of Dictation. They included:

a) Interactive Dictation

Before beginning the dictation, the teacher makes sure the students know these phrases: *How do you spell that? Can you repeat that? Can you Slow down a bit?*, and any others they may need. During the dictation, the students are encouraged to interrupt the teacher to ask those same question. A good way to induce shy students to interrupt like this is to read the passage exaggeratedly fast. This forces the students into action because they will be unable to cope unless they take the initiative.

b) Dictogloss

This involves the teacher reading the passage at full speed several times. After a few reading, in which the students make notes, the task is to work in groups to reproduce a version of the passage that is written in good English and contains all the main ideas of the original. This involves much discussion and collaboration involving. At the end, they compare their version with the original. The main point of dictogloss as a listening activity is to force our students to confront the difficulties of connected speech.

c) Gapped/Whistle –Gap Dictation

The teacher reads the passage but leaves gaps or whistle to denote a gap. At this point, the students must write something plausible; it does not have to be correct, but it must make sense.

d) False facts dictation

This activity involves making deliberate factual mistakes in the dictated passage. The mistakes could refer to general knowledge or to something the class has studied recently. Some teachers use the activity to review the texts, dictating a summary with, say, five factual mistakes. The students either make the corrections silently, before checking in groups, or noisily, shouting out every time they hear something erroneous. Here's the beginning of a 'False facts' dictation done with an upper-intermediate class that had watched the film *Green Card*. The false facts are underlined.

e) Grading dictation

Like 'False facts', this activity keeps the students out of 'robot mode' by asking them to evaluate the sentences they hear. They draw a line with often, sometimes, hardly ever and never written in sequence. The teacher dictates a number of personalized sentences which the students write wherever they think appropriate on the line. So, for example, if the teacher says 'I get up before 6.00 a.m.', the student guess how frequently the teacher does this and transcribe it on the correct place on the line (often or never, etc.).

f) Running dictation

A good way to start a class, running dictation involves a text stuck on a wall outside the classroom or out of view of the students. In pairs, the students decide who will be the runner and who the scribe. The runner goes to the wall, memories a chunk of text, runs back to the scribe and dictates it. After a minute or two, the scribe and the runner change roles. The activity is extremely lively, with students running to and fro.

g) Running translation - dictation

This activity works only with monolingual classes. The procedure is the same as for 'Running dictation', but the text is in the students' language. The runner has to translate the phrases into English for the scribe. One of the more interesting phases of the activity occurs when the students compare their translation afterwards, justifying the words they used, discussing nuances in meaning, and collaborating to find the best word.

h) Transcribe

This is not exactly dictation and like many of the activities here, it is not exclusively focused on listening. Students record themselves giving a short presentation. They then transcribe what they said . an optional extra activity is to transform the transcription into a formal essay. The main benefit of transcribing is that it leads to mush noticing. Students are often shocked when they transcribe their own talk, perhaps realizing the limitations of their vocabulary range or that they sound hesitant when speaking. Transcribing alerts students to how far they still have to go as language learners, and it forms a kind

of heightened critical listening experience, one that is similar to what happens during oral exam (the examiner listens critically). As such, transcribing has the additional benefit of showing exactly what students need to work on, whether it is aspects of grammar, pronunciation, discourse markers or vocabulary.

i) Picture dictation

The teacher describes a simple picture and the students draw it. The next step is to get the students working in pairs doing the same thing with other pictures. A nice touch is to use famous works of art that the students may recognize. Painting with clear lines and not too much detail work best : da Vinci's Mona Lisa, Van Gogh's chair etc. a final stage is to display the students' drawing next to the pictures of the originals on the walls. The students wander around as if in an art gallery and make comments either orally or in writing.

On the other hand, Heath (n.d: 58) stated that Picture Dictations are a quick, amusing and interesting way of doing a number of useful things in the English class. First, they test listening comprehension. Second, they provide a useful way of revising certain prepositions of place. Lastly, they provide a good basis for a guided composition, getting the pupils to describe the picture using some of the language you dictated.

c. Concept of Picture Dictation

Ferlazzo and Synpneski (2012) said that Picture Dictation is one of many exercises (and our favorite one) that fall under the broad category of "information gap" activities. In addition, Ferlazzo and Synpneski (2012) also said

that in picture dictation, the teacher can draw or find a simple image and, without showing it to the class, describe it while students draw.

Ur and Wright (1995: 61) said that the procedure of picture dictation is describe a scene or person, giving the students time to draw what you say. Let them compare pictures with each other. If there is time, they can then dictate the picture back to you while you draw it on the board.

d. Advantages and Disadvantages of Picture Dictation

Based on Nicola Meldrum and Lindsay Clandfield there are some advantages and disadvantages of using picture dictation in class activity.

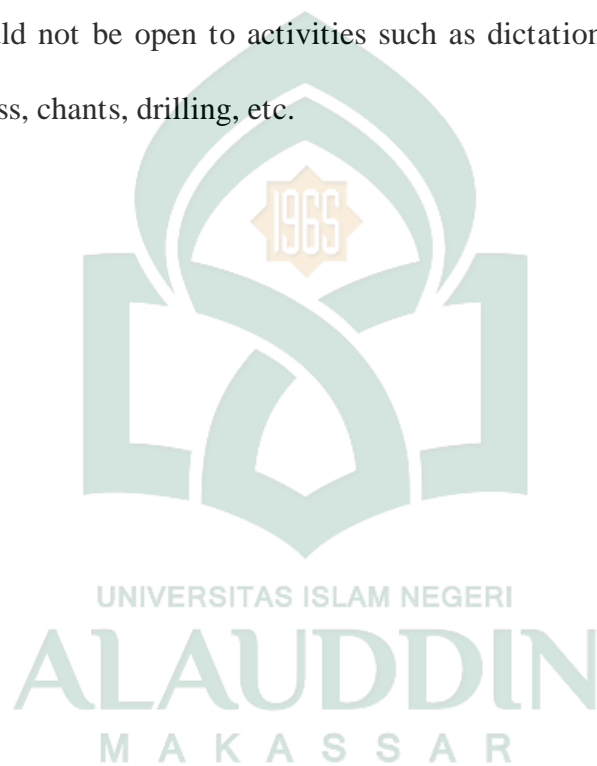
1) Advantages

- a) Students have the constant attention of the teacher so they can listen to and speak more English than they might in a group situation.
- b) Students can contribute to classes more and feel part of the learning process by bringing material like books, songs, articles from local newspapers to class.
- c) Their strengths and weaknesses are addressed more consistently and fully without the competition of other students for the teacher's time.
- d) They can become better learners through learner training with their teacher.
- e) There are less time constraints so they can go at their own pace and not feel pressured by the progress of other students.

2) Disadvantages

- a) There is a similar potential for exhaustion as they too can be in constant interaction in an unnatural way with the teacher.

- b) It can be difficult to measure progress without other students to compare with and the possible lack of a syllabus.
- c) There can be a lack of individual study time. They might not have the same “sink in time” as they would have in a group.
- d) The lesson format can become monotonous if a teacher lacks the confidence to experiment with change of pace and type of activity. They might assume a student would not be open to activities such as dictation, songs, moving around the class, chants, drilling, etc.



CHAPTER III

RESEARCH METHOD

A. Research Design

This research would conduct Classroom Action Research (CAR). It is conducted by the teachers who want to help their students mastered the materials. The main proposes of Classroom Action Research are to identify and to solve the students' problem in the class.

According to Jean McNiff (2002) stated action research involves learning in and through action and reflection, and it is conducted in a variety of contexts, including the social and caring sciences, education, organisation and administration studies, and management. Because action research is always to do with learning, and learning is to do with education and growth, many people regard it as a form of educational research.

Kemmis and Taggart describe that, the model or the procedures of CAR into four steps. They are; (1) plan, (2) action, (3) observation and evaluation (4) reflection. The relations among them is called a cycle. It means that, a cycle consists of plan, action, observation, evaluation, and reflection. Cyclical action research can be drawn as follows on the next page:

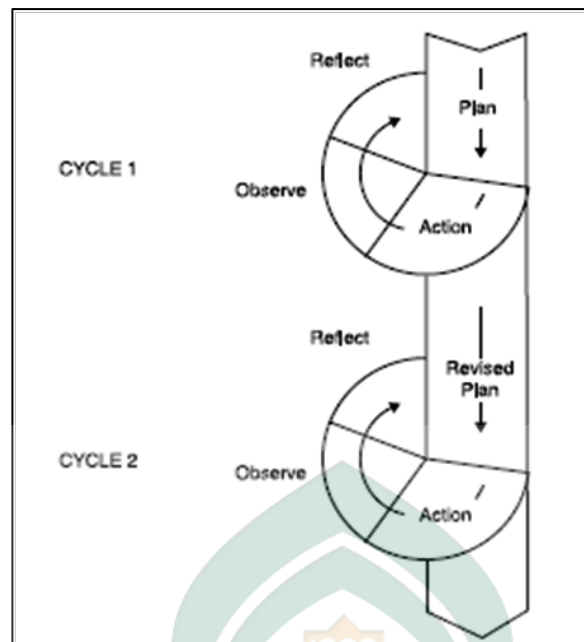


Figure 2. (Kemmis and McTaggart in Arikunto, 2013):

Based on the model above, there are four stages in Kemmis and Taggart model. The relation among them is called cycle. The activities can be stated as follows :

1. Plan

This step, the researcher would prepare the classroom instructional strategy as prepares what the students have to do in the action step based on the problems faced by students toward the Speaking ability. In this case, the researcher would prepare:

- a. Lesson plan about speaking skill.
- b. The material about speaking that would be given to the students.
- c. Research instrument.
- d. Observation guidelines

2. Action

This step, the researcher would conduct activities according to schedule that would arrange in planning stage. The researcher tried to take how much students' abilities in speaking skill, give students test in individual, and evaluate them.

In general, the procedures of action in each cycle were follows:

- a. The researcher would begin the class by giving some explanations related to the material that would be given.
- b. Next, the class would be dictated the components of item in the picture.
- c. Then, the students draw what they were dictated by teachers.
- d. Next every student expressed or explained it by speaking.
- e. Finally, the student that can express or explain it by speaking would get a score as the criteria.

3. Observation

This step, the researcher would observe the learning process of Picture Dictation. The purpose of this activity is to evaluate the results, collect the data and monitor the teaching learning process. The score of observation include the students' attitude, interest, emotion and their response in the process learning. The researcher also would identify the students' problems in speaking. After identified the problems, the researcher looked for the problem solving to overcome the problems in the next step.

4. Reflection

This step, the researcher would focus on analyzing the indicators that have and have not achieved. Afterward, the researcher looked for the problem solving to achieve the indicators. Then, the researcher thinks what she needs to do in the next step either to make it better or to minimize the previous weakness.

B. *Research Variable*

This research has two variables which namely as dependent variable and independent variable. Dependent variable is students' speaking ability and independent variable is Picture Dictation.

C. *Research Participant*

The subjects of this research are the students of II B. They are the students of MA Pesantren GUPPI Samata Kabupaten Gowa Provinsi Sulawesi Selatan. Based on the researcher interview, there are 20 students in the class, covering 10 boys and 10 girls.

D. *Research Target*

To achieve the successfulness indicator of students' score which there is minimal 65% of the students get the KKM standard score. The point 75 is a KKM standard score of MA Pesantren GUPPI Samata Kabupaten Gowa Provinsi Sulawesi Selatan. Therefore, the students give good response of using Picture Dictation.

E. *Research Instruments*

The instruments used in the research are:

1. Spoken Test

This research would use spoken test to collect the intended data. The test is taken from picture. It sourced from English books, articles, internets, magazines or researcher herself. The test will be used to know the improvement of students' speaking ability by using Picture Dictation. The test is picture which would be dictated consist of varieties component items in the picture, the items of picture would be dictated to each one, then the students would draw and describe it by speaking. It would be individual score of each student.

2. Observation Guidelines

The guidelines consist of a list of the students' activities that would be observed during learning process. It identifies whether Picture Dictation can overcome the students' problem and improving students' motivation to their participant in the class.

There are some aspects to observe in the teaching and learning process, the aspects including the students' learning activity, creativity, feeling of happiness, and interaction.

Table 3.1
The form of observation guidelines

| Aspects | Indicators | Score |
|----------------------|---|-------|
| Learning Activities | Doing their conversation/ assignments based on the teacher's instruction | |
| | Asking question to their teacher if there is an instruction which is not clear | |
| | Giving comments and suggestions about their friends' job | |
| | Presenting their discussion result without being appointed by the teacher | |
| | Discussing and working together with their friends in doing their assignments | |
| | Doing assignments from their teacher well | |
| Creativities | Showing their curiosities with asking question to their teacher and friends | |
| | Exploring their ideas | |
| | Thinking and are not hopeless for looking for answer using books or asking to their friends | |
| Feeling of happiness | Looking happy in learning process | |
| | Not feeling sleepy during the teaching and learning process | |
| Interaction | Discussing with their teacher | |
| | Discussing with their friends | |
| | Working together with their friends | |
| Mean Score | | |

F. Data Collection Procedure

In collecting data, the researcher used two instruments i.e. observation guidelines and test oral. The types of data collection consist of quantitative data in which the instrument used is test and qualitative data in which the instrument used is observation guidelines. The way to take data as follows in the next page:

1. Spoken Test

This research, the researcher would give oral test. In the first meeting, the researcher would give explanation about Picture Dictation method. The researcher would dictate picture to the students. The other hand, the students would draw what they were dictated and describe it by speaking. But after that the researcher gave first test to know the students' prior knowledge. In the last meeting of cycle 1 the researcher gave the second test to know students' improvement, if the score was not reached the research target, the researcher would continue to cycle 2 until reached the research target.

2. Observation Guidelines

Observation Guidelines was aim to observe the students' activities during the learning process. There are some aspects to observe in the learning process, the aspects including the students' learning activity, creativity, feeling of happiness, and interaction.

G. *Data Analysis Technique*

After collecting the data, the researcher analyzed them to get valid data. Two techniques were used in analyzing the data. They are quantitative and qualitative data will be analyzed as follows:

1. Quantitative Data

The quantitative data would be obtained from the result of the test (achievement data) that was carried out at the end of the cycles. In terms of the achievement data, the analysis is follows:

a. Comparative Descriptive Analysis

The students' achievement is analyzed by using comparative descriptive analysis. This analysis compares the student's achievement and performance during the cycles.

b. Statistical Analysis

To know the students' achievement in each cycle, the researcher used statistical analysis. The data of students' achievement was taken based on scoring classification of English speaking test; pronunciation, grammar, vocabulary, fluency and accuracy.

- 1) Scoring and classifying the students' speaking ability as suggested by Heaton in Sity (2015). Here are explained the detailed of the explanation above with its criteria:

Table 3.2
The Assessment of Pronunciation

| Classification | Score | Criteria |
|----------------|-------|---|
| Very Good | 5 | Pronunciation is lightly influenced by mother tongue. A few minor grammatical and lexical errors but most utterances are correct. |
| Good | 4 | Pronunciation is still moderately influenced by mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major error causing confusion. |
| Average | 3 | Pronunciation influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion. |
| Poor | 2 | Pronunciation seriously influenced by mother tongue with errors causing a breakdown. Many "basic" grammatical and lexical errors. |
| Very poor | 1 | Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language |

| | | |
|--|--|--|
| | | skills and areas practiced in the course |
|--|--|--|

(Heaton in Sity, 2015)

Table 3.3
The Assessment of Grammar

| Classification | Score | Criteria |
|----------------|-------|--|
| Very Good | 5 | Make few noticeable errors of grammar and word order |
| Good | 4 | Occasionally makes grammatical of word order errors which do not, however obscure meaning. |
| Average | 3 | Makes frequent errors of grammar and word order which occasionally obscure meaning. |
| Poor | 2 | Grammar and word order errors make comprehension difficult. Must often rephrase sentence or restrict him to basic pattern. |
| Very poor | 1 | Errors in grammar and word order as severe as to make speech virtually unintelligible. |

(Heaton in Sity, 2015)

Table 3.4
The Assessment of Vocabulary

| Classification | Score | Criteria |
|----------------|-------|---|
| Very Good | 5 | Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural. |
| Good | 4 | Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression. |
| Average | 3 | Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited. |
| Poor | 2 | Long pauses while he searched for the desired meaning. Frequently and halting delivery. Almost gives up making the effort at times limited range of expression. |
| Very poor | 1 | Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression. |

(Heaton in Sity, 2015)

Table 3.5
The Assessment of Accuracy and Fluency

| Classification | Score | Criteria |
|----------------|-------|---|
| Very Good | 5 | The speaker's intention and general meaning are fair clear. A few interruption by the listener for the sake of clarification are necessary |
| Good | 4 | Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or seek clarification |
| Average | 3 | The listener can understand a lot of what is said, but he must constantly seek clarification. He cannot understand and then with considerable effort by someone who is used to listening to the speaker. |
| Poor | 2 | Only small bits (usually short sentence and phrase) can be understood and then with considerable effort by someone who is used to listening to the speaker hardly anything of what is said can be understood. |
| Very poor | 1 | Even the listener make a great effort interrupts, the speaker is unable to clarify anything he seems to have said. |

(Heaton in Sity, 2015)

2) Scoring the students' achievement

$$\text{Score} = \frac{\text{the result of students}}{\text{maximum score}} \times 100 \%$$

(Adopted from Asnal, 2016)

- 3) Classifying the students' score of the first and the second cycle test score of the students by using this category.

Table 3.6
Classification of Speaking Scores

| No | Score | Criteria |
|----|-----------|-----------|
| 1 | 4.01-5.00 | Very Good |
| 2 | 3.01-4.00 | Good |
| 3 | 2.01-3.00 | Average |
| 4 | 1.01-2.00 | Poor |
| 5 | 0.00-1.00 | Very Poor |

(Adopted from Sity, 2015)

- 4) Classifying the student's scores of observation in the first and the second cycle.

Table 3.7
The Classification of Students' Observation Scores

| No | Score | Criteria |
|----|----------|-------------|
| 1 | 90 – 100 | Excellent |
| 2 | 80 – 89 | Very good |
| 3 | 70 – 79 | Good |
| 4 | 60 – 69 | Fairly good |
| 5 | 50 – 59 | Fairly |
| 6 | 40 – 49 | Poor |
| 7 | < 40 | Very poor |

(Depdikbud, 1985)

5) Computing the frequency and the rate percentage of the students' scores.

$$P = \frac{f}{N} \times 100\%$$

Where:

P : Rate Percentage

f : Frequency of the correct answer

N : The total number of students

(Gay, 2006)

6) This formula will be used to know the mean score of the students' achievement:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{x} : Mean Score

$\sum X$: The sum of all the score

N : The number of subject (students)

(Muhammad Arif Tiro, 2008)

2. Qualitative Data

The qualitative data is taken from observation guidelines being applied during the treatment in each cycle. Qualitative data is the data which in sentence forms that involve the information about learning activities, creativities, feeling of happiness and interaction.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes both the findings and the discussion of this research. In the findings section, the researcher shows that the numbers of data collected during the research (two cycles). Otherwise, the discussion explains and interprets the findings. In addition, the researcher compares the data collected between two different cycles. The problem statements of this research are provided in this section either.

A. Findings

This section is divided into two parts including the finding in the first cycle and the finding in the second cycle. The explanations are given below:

1. The First cycle

a. Plan

In this step, I as a teacher prepared the teaching learning design, such as: lesson plan about speaking ability, the material about speaking that was given to the students, research instrument, observation guidelines, attendance list, and camera. The meeting was arranged 3 times, two meetings were used to teach speaking material (Picture Dictation) and one meeting used to test the students speaking ability. Timely, the two action meetings sections were conducted on January 10th and 17th. Then test was held in the next meetings on January 24th. As a matter of case, the researcher held first test (preliminary study) to know the students speaking ability, give the students test in individual,

and evaluate them before conducting the action in the first cycle. The test was given on September 20th 2016 to know their speaking ability in learning English. According to the test, the researcher found that the students were hardly speaking up in the class because they have less vocabulary, afraid to make mistakes, moreover in grammar and pronunciation error. Besides, they did not like English class because the class was boring. Then, the students were anxiety, low of confidence and motivation that made the students did not speak accurately and fluently. Next, the class environment did not support them to speak English. The mean score of the preliminary study was vocabulary (1.10), grammar (1.15), Pronunciation (1.45), and accuracy and fluency (1.25). Four of them were inadequate. These are the students' speaking score of preliminary study test:

Table 4.1
The First Score of Students' test (Preliminary Study)

| | Scores (s) | Frequencies (f) | Percentages (%) |
|-------------------|------------|-----------------|-----------------|
| Vocabulary | 5 | 0 | 0 |
| | 4 | 0 | 0 |
| | 3 | 0 | 0 |
| | 2 | 3 | 15 |
| | 1 | 16 | 80 |
| | 0 | 1 | 5 |
| Mean Score : 1.10 | | 20 | 100 |
| | Scores (s) | Frequencies (f) | Percentages (%) |
| Grammar | 5 | 0 | 0 |
| | 4 | 0 | 0 |
| | 3 | 0 | 0 |
| | 2 | 4 | 20 |
| | 1 | 15 | 75 |
| | 0 | 1 | 5 |
| Mean Score : 1.15 | | 20 | 100 |

| | Scores (s) | Frequencies (f) | Percentages (%) |
|----------------------|--------------------------|-----------------|-----------------|
| Pronunciation | 5 | 0 | 0 |
| | 4 | 0 | 0 |
| | 3 | 0 | 0 |
| | 2 | 10 | 50 |
| | 1 | 9 | 45 |
| | 0 | 1 | 5 |
| | Mean Score : 1.45 | 20 | 100 |
| | Scores (s) | Frequencies (f) | Percentages (%) |
| Accuracy and fluency | 5 | 0 | 0 |
| | 4 | 0 | 0 |
| | 3 | 0 | 0 |
| | 2 | 6 | 30 |
| | 1 | 13 | 65 |
| | 0 | 1 | 5 |
| | Mean Score : 1.25 | 20 | 100 |

The table 4.1 above showed us the students' score of the first test (preliminary study). The data indicated the students' score in speaking. It showed that the students' score were very poor and all the students had problems in speaking. Therefore, the teacher tried to apply an Interesting Strategy in his class to overcome the students' problem and improve the students' speaking ability.

b. Action

Action consisted of three meetings. Two meetings were used to teach speaking material (Picture Dictation) and one meeting used to test the students speaking ability.

1) The First meeting

Based on the schedule, the researcher held first meeting on January 10th, 2017. The class started on 10.30 a.m. up to 11.50 a.m. This step, the researcher held activities based on the schedule that arranged in planning stage with Picture Dictation. The following activities in the class were:

- a) The researcher entered the class with greetings the students. Then, checking out the attendance list.
- b) Giving warming up (motivation and support) for while in order to stimulate them involving the material.
- c) Telling them what the class was going to do (giving information about material or topic learnt).
- d) The researcher introducing the picture dictation.
- e) The researcher gave chance to the students asking the questions were not clear.
- f) Teacher and students discussed about the material

2) The second meeting

The second meeting was conducted on January 17th, 2017. The class started on 10.30 a.m. up to 11.50 a.m. The class activity in the second meeting was similar to the class activity in the first meeting even this meeting focused on the failed indicators in the previous meeting. As a matter of case, the researcher gave some vocabularies related the material of speaking. The researcher give assignment to the students related the vocabulary. Then, some of the students practice it in front of class.

3) Third Meeting

The Third meeting was conducted on January 24th, 2017. The class started on 10.30 a.m. up to 11.50 a.m. In this section, the researcher was no longer teach again but she gave the students a competence test in order to measure the students' improvement of speaking English after action class. The test was done orally by inviting them one by one doing small presentation about their picture about "*spend time with family*" in front of the class while the researcher scored their speaking ability grade (vocabulary, grammar, pronunciation, fluency and accuracy). This scoring was individual grade. This is following result of students' test in the first cycle:

Table 4.2
The Students' Score of First Cycle Test

| Vocabulary | Scores (s) | Frequencies (f) | Percentages (%) |
|-------------------|------------|-----------------|-----------------|
| | 5 | 0 | 0 |
| | 4 | 7 | 35 |
| | 3 | 10 | 50 |
| | 2 | 3 | 15 |
| | 1 | 0 | 0 |
| | 0 | 0 | 0 |
| Mean Score : 3.20 | | 20 | 100 |
| Grammar | Scores (s) | Frequencies (f) | Percentages (%) |
| | 5 | 0 | 0 |
| | 4 | 13 | 65 |
| | 3 | 3 | 15 |
| | 2 | 4 | 20 |
| | 1 | 0 | 0 |
| | 0 | 0 | 0 |
| Mean Score : 3.45 | | 20 | 100 |
| Pronunciation | Scores (s) | Frequencies (f) | Percentages (%) |
| | 5 | 0 | 0 |
| | 4 | 9 | 45 |
| | 3 | 6 | 30 |

| | | | |
|--------------------------|------------|-----------------|-----------------|
| | 2 | 5 | 25 |
| | 1 | 0 | 0 |
| | 0 | 0 | 0 |
| Mean Score : 3.20 | | 20 | 100 |
| Accuracy and fluency | Scores (s) | Frequencies (f) | Percentages (%) |
| | 5 | 0 | 0 |
| | 4 | 11 | 55 |
| | 3 | 6 | 30 |
| | 2 | 3 | 15 |
| | 1 | 0 | 0 |
| | 0 | 0 | 0 |
| Mean Score : 3.40 | | 20 | 100 |

Table 4.2 above described the students' speaking achievement (vocabulary, grammar, pronunciation, fluency and accuracy) of the first action-test in the first cycle. This kind of data showed us that after giving students' action classes "Picture Dictation" in the previous two meetings of the first class, their conversation grades became quite better even a bit for each meeting. Firstly, the mean score of the students' vocabulary of the first test before giving action (*see table 4.1*) was only 1.10. That scores comes up to 3.20 in the first cycle test (*see table 4.2*). In addition, almost students achieved score 1 (16 (80%) students), hardly achieved score 2 (3 (15%) students only), score 3 (0 (0%) student), score 4 (0 (0%) student), score 5 (0 (0%) student) and score 0 (1 (5%) student because did not come) in the first test before giving the action. Overall, none of them got excellent at all. Comparing to the first cycle test (*see table 4.2*), students achieve score 2 unchanged (3 (15%) students), score 3 (10 (50%) students), score 4 (7 (35%) students), score 5 (0 (0%) student) remain, score 1 (still 0 (0%) student) and score 0 decrease 1 (0 (0%) student). Those all

compared scores indicated that the students' vocabulary in the first cycle test was better rather than their prior score in the first score (preliminary study). As a matter of the first conclusion, this action (using Picture Dictation) worked a bit well even their improvement was not high and bringing no students could get excellent yet in both the first test (primarily study) and the first cycle test.

Secondly, the students' grammar achievement, both of previous tables above showed a bit difference grades. In the first test (preliminary study), the mean score of students' grammar was 1.15 whereas their grammar mean score of the first cycle test was higher 3.45. That difference means students grammar raising better in the first cycle test. Furthermore, in the preliminary study (*see table 4.1*), students achieving score 1 (15 (75%) students), score 2 (4 (20%) students), score 5 (0 (0%) student), score 4 (0 (0%) student), score 3 (0 (0%) student) and score 0 (1 (5%) student). Comparing to the first cycle test (*see table 4.2*), students getting score 4 (13 (65%) students), score 3 (3 (15%) students), score 2 (4 (20%) students), score 1 (0 (0%) student), score 5 (0 (0%) student), and getting score 0 (0 (0%) student) remains. From the comparison, the students' problems in grammar were quite recovered in the first cycle test.

Thirdly, the students' pronunciation achievement according to two data above, the mean score of the students' of the preliminary study test was 1.45 whereas their comprehension mean score of the first cycle test was upper 3.20. Moreover, the students getting score 5 in preliminary study 5 (0 (0%) student), score 4 (0 (0%) student), score 3 (0 (0%) student), score 2 (10 (50%) students), score 1 (9 (45%) students), and getting score 0 (1 (5%) student). Comparing to

the first cycle test, the students getting score 5 still (0 (0%) student), score 4 (9 (45%) students), score 3 (6 (30%) students), score 2 (5 (25%) students), score 1 (0 (0%) student), and student getting score 0 (0 (0%) student remaining). Therefore, the students' pronunciation achievement of the first cycle test is quite better than their score of the first test (preliminary study).

And the last is the mean score of the students' accuracy and fluency of the first test before action (*see table 4.1*) was only 1.25. That scores comes up to 3.40 in the first cycle test (*see table 4.2*). In addition, almost students achieved score 1 (13 (65%) students), hardly achieved score 2 (6 (30%) students), score 3 (0 (0%) student), score 4 (0 (0%) student), score 5 (0 (0%) student) and score 0 (1 (5%) student) in the first test (preliminary study). Comparing to the first cycle test (*see table 4.2*), students achieve score 1 decrease 13 students (0 (0%) student), score 2 decrease 3 students (3 (15%) students), score 3 (6 (30%) students), score 4 (11 (55%) students), score 5 (0 (0%) student), and getting score 0 (0 (0%) student remains). Those all compared scores indicated that the students' accuracy and fluency in the first cycle test was better rather than their prior score in the preliminary study test. From a number of comparison explained above, the researcher took a first conclusion that a few of students' problems including vocabulary, grammar, pronunciation, accuracy and fluency in doing speaking activity could be decreased by using Picture Dictation.

Finally, based on the table above, the percentage of students' speaking score with **eight** students passed the first cycle test was **40%**. It means that there were **40%** students of the class could pass the criteria of minimum successful or

KKM (*see appendix 2*). The students speaking score had improved but the improvement did not reach the target of research which was 65% of students could pass the criteria of minimum successful (KKM). To achieve the target of the research, there were still needed **25%** or around **five** students who could pass the criteria of minimum successful (KKM).

c. Observation

Observation was held in both the first and the second meeting by the researcher and the collaborator. They observed how the students worked, participated, and assisted together following the class as well as how the atmosphere of the class in using Picture Dictation encourage the students in learning process. Further, they analyzed the improvement of the students' achievement and found out whether the Picture Dictation was suitable to improve the students' speaking ability. To observe them, they used guidelines of observation. The result of the observation was analyzed to find out the weaknesses of the method. Observing class was only focused on the first and the second meeting because the students had test only in the third meeting with none of teaching process and observation. The aspects which were observed during the teaching and learning process were learning activities, creativity, feeling of happiness, and interaction. The result of the observation as below:

Table 4.3
The Results of the Observation in the First Cycle

| Aspects | Indicators | Score |
|----------------------|---|-----------|
| Learning Activities | Doing their conversation/ assignments based on the teacher's instruction | 70 |
| | Asking question to their teacher if there is an instruction which is not clear | 65 |
| | Giving comments and suggestions about their friends' job | 65 |
| | Presenting their discussion result without being appointed by the teacher | 55 |
| | Discussing and working together with their friends in doing their assignments | 70 |
| | Doing assignments from their teacher well | 65 |
| Creativities | Showing their curiosities with asking question to their teacher and friends | 65 |
| | Exploring their ideas | 50 |
| | Thinking and are not hopeless for looking for answer using books or asking to their friends | 70 |
| Feeling of happiness | Looking happy in learning process | 65 |
| | Not feeling sleepy during the teaching and learning process | 65 |
| Interaction | Discussing with their teacher | 65 |
| | Discussing with their friends | 70 |
| | Working together with their friends | 70 |
| Mean Score | | 65 |

Based on the table of observation above, the teaching and learning process was beyond the researcher expectation. The class process only got mean score 65% or categorized fairly good. Based on the table of observation above, the teaching and learning process was beyond the researcher expectation. Although some aspects were obtained already but it still needs to be improve in the second cycle. Looking at the scores in the table of observation, the series of indicators were gained based on the researcher's expectation. It was found that 70% of the students did their assignments based on the teachers' instruction, 70% of them worked together with their friends, 70% of them thought and were

not hopeless asked to their friends and 70% of them worked together with their friends. Nevertheless, those scores were not enough yet to support the goals in the class. It caused the teacher has to work hard for making and motivating the students to know and understand the material. The result of the observation shows that several aspects were not obtained including only 55% of students presented their discussion result, 65% of them asked question to their teacher if there was an instruction which was not clear, 65% of them gave comments and suggestions about their friends' job, Furthermore, only 65% of them did assignments from their teacher well, 65% of them showed their curiosities with asked question to their teacher and friends, 50% of them explored their ideas, 65% of them looked happy in learning process, 65% of them not felt sleepy during the teaching and learning process, 65% of them discussed with their teacher and their friends. Considering the result of the first observation above, the researcher concluded that there were some unsuccessful aspects being caused by these following items in the next page:

- 1) Not all students performed their presentation because of limited of time.
- 2) There were some students that low of confidence to talk in front of the class.
- 3) Not all students have the same capability to understand the material being discussed.
- 4) Not all the members of each group were active or explored their ideas in their group because the discussion was dominated by the active or clever students.

- 5) There were many students who were still afraid and shy to present the results of their discussion.
- 6) Many students complained because their lack in abstraction opinion and vocabulary and they like hang around their friends to cheat.
- 7) Not all groups presented their segments because of limited time.
- 8) Many students were just silence in their place and they looked like confuse, they did not know how to initiate object.
- 9) The students did not have enough time to do their assignment well.
- 10) Just a few of them gave comments and feedback actively to their friends' information. Therefore, researcher might concern on the class participation improvement in the next second cycle which has not achieved in the first cycle.

d. Reflection

Both the result of observation and test of the first cycle are making the goal of this research was not achieve yet. Thus, a reflection was needed in order to evaluate the next class and to recover the students' speaking grade in the next cycle. Particularly, concerning on the students' involvement and class preparation in the hope the students' grade gets improvement in the next test. In the next cycle, the researcher used the different topic because the researcher would like make the students more interested in teaching-learning process, so the students' achievement would be better than in the first cycle.

2. The Second cycle

a. Plan

The planning in the second cycle was similar to the planning done in the first cycle. In this step, I as a teacher prepared the teaching learning design, such as: lesson plan about speaking ability, the material about speaking that will be given to the students, research instrument, observation guidelines, attendance list, and camera. The meeting was arranged 3 times also, two meetings were used to teach speaking material (Picture Dictation) and one meeting used to test the students speaking ability. Timely, the two action meetings sections were conducted on January 27th and 31st. Then test was held in next meetings on February 3rd.

b. Action

1) The first meeting

In the first meeting was conducted on January, 27th 2017 from 12.40-14.00 pm. In this meeting the researcher focused on improving students' ability in speaking. The procedures are:

- a) The researcher entered the class with greeting to students. Then, checking out the attendance list.
- b) Giving warming up (motivation and support) for while in order to stimulate them involving the material.
- c) Teacher explained about the material, although it had been explained on the day before.
- d) Telling them what the class was going to do (giving bit information about material or topic learnt).
- e) Next, the researcher introduced the picture dictation.

- f) The researcher gave chance to the students asking the questions were not clear.
- g) Teacher and students discuss about the material (picture dictation)
- h) Closing the meeting

2. The second meeting

The second meeting was conducted on January 31st 2017 from 10.30 a.m. up to 11.50 a.m. All the activities of the class were not really different with the activities in the first meeting even this meeting focused on the failed indicators in the previous meeting. As a matter of case, the researcher gave some vocabulary related the material of speaking. The researcher give explain how to make a good sentence to explain the picture. Then, the researcher give them assignment to the students related the vocabulary. After that, some of the students practice it in front of class. These all did the researcher absolutely to improve the students' ability and to overcome the students' problems in speaking ability.

3. The third meeting

This meeting was conducted on February, 9th 2017 from 10.30-11.50 a.m. In the meeting, the researcher gave test to students. The students were given a competence test to measure the students' improvements and achievement of the study in speaking by using Picture Dictation. The test was done orally by inviting them one by one doing small presentation about their picture "Happy Boy" in front of the class while the researcher scored their speaking ability grade

(vocabulary, grammar, pronunciation, fluency and accuracy). This scoring was individual grade. This is following result of students' test in the second cycle:

Table 4.4
The Students' Score of Second Cycle Test

| | Scores (s) | Frequencies (f) | Percentages (%) |
|----------------------|------------|-----------------|-----------------|
| Vocabulary | 5 | 3 | 15 |
| | 4 | 10 | 50 |
| | 3 | 7 | 35 |
| | 2 | 0 | 0 |
| | 1 | 0 | 0 |
| | 0 | 0 | 0 |
| Mean Score : 3.80 | | 20 | 100 |
| | Scores (s) | Frequencies (f) | Percentages (%) |
| Grammar | 5 | 3 | 15 |
| | 4 | 13 | 65 |
| | 3 | 4 | 20 |
| | 2 | 0 | 0 |
| | 1 | 0 | 0 |
| | 0 | 0 | 0 |
| Mean Score : 3.95 | | 20 | 100 |
| | Scores (s) | Frequencies (f) | Percentages (%) |
| Pronunciation | 5 | 0 | 0 |
| | 4 | 14 | 70 |
| | 3 | 5 | 25 |
| | 2 | 1 | 5 |
| | 1 | 0 | 0 |
| | 0 | 0 | 0 |
| Mean Score : 3.65 | | 20 | 100 |
| | Scores (s) | Frequencies (f) | Percentages (%) |
| Accuracy and fluency | 5 | 1 | 5 |
| | 4 | 13 | 65 |
| | 3 | 5 | 25 |
| | 2 | 1 | 5 |
| | 1 | 0 | 0 |
| | 0 | 0 | 0 |
| Mean Score : 3.70 | | 20 | 100 |

The table 4.4 above shows that the students' grades of the second cycle test. It indicates that the students' second cycle test increased better than their first cycle test (*see table 4.2*). The mean score of students' vocabulary in the first cycle test was **3.20** whereas they get increase in the second cycle test with mean score **3.80**. Besides that, the mean score of their previous grammar was **3.45** then it became better in the second cycle test with **3.95**. In addition, the mean score of the students previous pronunciation was **3.20** then it increase become **3.65** in the second cycle test. Furthermore, their accuracy and fluency of the first cycle test rose from **3.40** to **3.70** in the second cycle test.

Moreover, the highest score of students' vocabulary in the first cycle test was 4 which was gained by 7 students whereas the highest score in the second cycle test was 5 which was obtained by 3 students. In similar words, the score 4 is the highest score of the students' grammar that gained by 13 students in the first cycle test whereas that score 5 is the highest score although only gained by 3 students in the second cycle test. Then, the score 4 of the pronunciation was gotten by 9 students only in the first cycle test whereas the highest score in the second test is 4 also but the students were getting score 4 increase that obtained by 14 students. In addition, the score 4 of the students' accuracy and fluency gained by 11 students in the first cycle test whereas that score could be gained by 12 students but there is one student gained score five in the second test. As a matter of excellent comprehension grade, there are some students could gain score 5 in some aspects in the second cycle test. Those all data showing that there was an improvement of students ability from their

vocabulary, grammar, pronunciation, accuracy and fluency of each. Finally, based on the table above, the percentage of students' speaking score with **fifteen** students passed the second cycle test was **75%** (*see appendix 3*). It means that the class could pass the criteria of minimum successful (KKM). Overall, those quite improvements indicating the students' speaking ability could be recovered and enhanced by using picture dictation.

c. Observation and Evaluation

The aspects which were observed during the teaching and learning process were just same in the first. There were four aspects; they were learning activities, creativity, feeling of happiness, and interaction. Each aspect consisted of some indicators. To observe the teaching and learning process, the researcher and the collaborators used the guidelines of observation. The result of the observation and evaluation which were done in the second cycle showed improvement of the students' participations in the classroom. In other words, it showed the students' achievements and the students' activities during the teaching and learning process. For clear information about the improvements, see the following table.

Table 4.5
Comparison the Results of the Observation between the First Cycle (C1) and the Second Cycle (C2)

| Aspects | Indicators | Percentage | | Change% |
|----------------------|--|------------|-----------|------------|
| | | C1 | C2 | |
| Learning Activities | Doing their assignments based on the teachers' instruction. | 70 | 85 | +15 |
| | Asking question to their teacher if there is an instruction which is not clear. | 65 | 75 | +10 |
| | Giving comments and suggestions about their friends' job. | 65 | 75 | +10 |
| | Presenting their discussion result without being appointed by the teacher. | 55 | 60 | +5 |
| | Discussing and working together with their friends in doing their assignments. | 70 | 80 | +10 |
| | Doing assignments from their teacher well. | 65 | 75 | +10 |
| Creativities | Showing their curiosity by asking question to their teacher and friends. | 65 | 70 | +5 |
| | Exploring their ideas. | 50 | 65 | +15 |
| | Thinking and are not hopeless for looking for answer using books or asking to their friends. | 70 | 75 | +5 |
| Feeling of happiness | Looking happy in learning process. | 65 | 85 | +20 |
| | Not feeling sleepy during the teaching and learning process. | 65 | 80 | +15 |
| Interaction | Discussing with their teacher. | 65 | 75 | +10 |
| | Discussing with their friends. | 70 | 85 | +15 |
| | Working together with their friends. | 70 | 85 | +15 |
| Mean Score | | 65 | 76 | +11 |

Based on the table above, there were some improvements for the students' activities. It made the researcher and the collaborators very happy because the improvements were increase even though they did not really satisfy. The table above showed that most of the indicators for each aspect increased.

Besides that, there were still some indicators that did not perform as accepted. There were many factors that caused that. They were:

- 1) The students were less time presenting their presentation in front of the class because of limited time
- 2) There some students were shy asking question to their teacher
- 3) There were many students did not have enough time to explore their ideas.

d. Reflection

The students' score at the end of this research increased although there are some aspects not pass the target. This made the researcher happy. In the first cycle, the highest score of the first test was 4 but the highest score of the second test at the end of the second cycle was 5. The lowest score of the first test in the first cycle was 2 which was acquired by 2 students and the lowest score of the second cycle test was 3 which was acquired by 5 students. It is mean that the actions which were done and had gone well in speaking ability. So, this research was stopped because the target from the researcher was achieved.

Besides the increase in students' scores in the end cycle, the students' passion and motivation increased also. They do not think that English is lesson to learn even English can pleasure to learn.

B. Discussion

To make this discussion clear, the researcher would like to explain in parts; improving the students' speaking ability by using Picture Dictation. From the four indicators that have analyzed, namely: vocabulary, grammar, pronunciation, accuracy and fluency, and also the students learning activities, creativity, feeling of happiness, motivation and interaction each other showed that picture dictation was very effective in improving students' speaking ability.

This research related of previous findings, Khairunnisa Dwinalida (2013) conducted the result of the study that was aimed to answer or not using Picture Dictation can improve the Listening comprehension of the tenth grade students of SMA Islam Az-Zahra Palembang. The population of this study was the tenth grade students of SMA Islam Az-Zahra Palembang, in academic year 2013-2014. The result of independent sample t-test showed that there was improvement in listening comprehension achievement of the students who were though through Picture Dictation. On the other hand, the researcher was actually optimistic in this teaching technique early. The cause of her optimist based on Douglas Brown (2004: 140) who said that from a pragmatic view of language performance, listening and speaking are almost always closely interrelated. Picture dictation considered has complied with the statement above.

Beside of that, Case (2011: 1) stated that a picture dictation makes the students easily to understand the text by find out the key idea. It was appropriate with the study of Rubin (2011) that visual support can help the students to

understand a text. In the picture dictation, they drew their imagination of the information in the text.

The main point in this study was to improve the students' speaking ability and overcome the students' problems in speaking. It was happened because the students' achievements and performances improve from the first cycle to the second cycle. Even though, it still need some stabilization, but it has to be stopped because it has limited time and all students have passed in this lesson and get good scores. Moreover, passion and motivation that have owned by the students can be the great factors of development of their achievement. Therefore, if there is someone wants to continue this research in the next time, it will be great and the researcher will really appreciate it.

In the first cycle, the speaking ability of the students for some criteria, they are vocabulary, grammar, pronunciation and accuracy and fluency showed that their ability in each criterion after testing and observing was so far from goodness event most students were lack of speaking. The causes of their lack were students low of confident and motivation, vocabulary and one problem that almost student had about pronunciation and structure of language.

To solve the problems, the researcher prepared all students' need to face them in the second cycle, such as; a new topic, give them vocabulary related topic that would be used. Then, the researcher taught them how to pronounce it, give them motivation and give them assignment to effort them to speak. The result of the students' achievement in the second cycle in vocabulary, grammar, pronunciation and accuracy and fluency, after testing and observing showed great

improvement. It also can be seen mean score test and observation in the first cycle and in second cycle (*see table 4.2 and 4.4*). Moreover, it is not impossible that the students will get achievement more if it is seen from their potential which base on their enthusiasm in learning that was showed while researching. Actually, among all achievement that the students showed, the most increased was their enthusiasm.

On the other hand, there are strength and weakness by using picture dictation. The strength of using this method was very attractive in getting the students' attention because of using the several activities make the students felt no bored while studying during the classroom and can help develop all four language skills in an integrated way, then the students easily speak to describe the picture according to their idea based on the picture.

The weakness of this method was there many that must be prepared by the teacher before come to the classroom that needed long time to teach in the classroom because we have to dictate first before let them speak and we have to prepare interesting picture.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and the suggestions of this research. Conclusion describes how about the improvement of students' speaking ability after being taught by using picture dictation. Suggestions are taken based on findings and conclusions obtained in this research.

A. Conclusion

Relating to the research findings and discussion in the previous chapter, the conclusions are presented in the following statements:

The data was gained from test and observation within both first cycle and second cycle and also from observation guidelines showed that the students' speaking ability after being taught by picture dictation had significantly improved. Their spoken English became better in the end section of this research. It proved enough the effects as well as the benefits of picture dictation in enhancing the students' speaking ability.

A number of problems faced by the students while describing the event was happened on the picture dictation showed at the beginning of research were the students' speaking ability found that they did mispronunciation, they were low of confident and motivation, vocabulary and one problem that almost student had about pronunciation and structure of language. As a matter of hope, the second cycle test indicated that their previous problems in speaking decreased even did not recovered all perfectly. Picture dictation was able to

decrease the students' errors in doing speaking English and could also encourage the students' motivation and their feeling into the class. This Class Action Research proved enough that students' speaking ability could be improved by using picture dictation.

B. Suggestion

The researcher would like to give a suggestion to the teachers of English that this method was very useful to teach speaking or even practicing speaking inside the classroom however there were many method to be used in teaching learning process, but using picture dictation was only an alternative method of teaching speaking that could overcome your problem while teaching English especially for teaching speaking such as; students were difficult in expressing their idea and students less motivated. This method was better for you. Besides that, this method had strength and weakness. For more detail, the researcher would explain as follows;

The strength of using this method was very attractive in getting the students' attention because of using the several activities make the students felt no bored while studying during the classroom and can help develop all four language skills in an integrated way.

The weakness of this method was there many that must be prepared by the teacher before come to the classroom that needed long time to teach in the classroom because we have to dictate first before let them speak and we have to prepared interesting picture.

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Appendix 2. Research instrument

Research Instrument

Happy Boy

1. The Researcher will dictate the picture to the students. Then, the students draw what the teacher dictate.

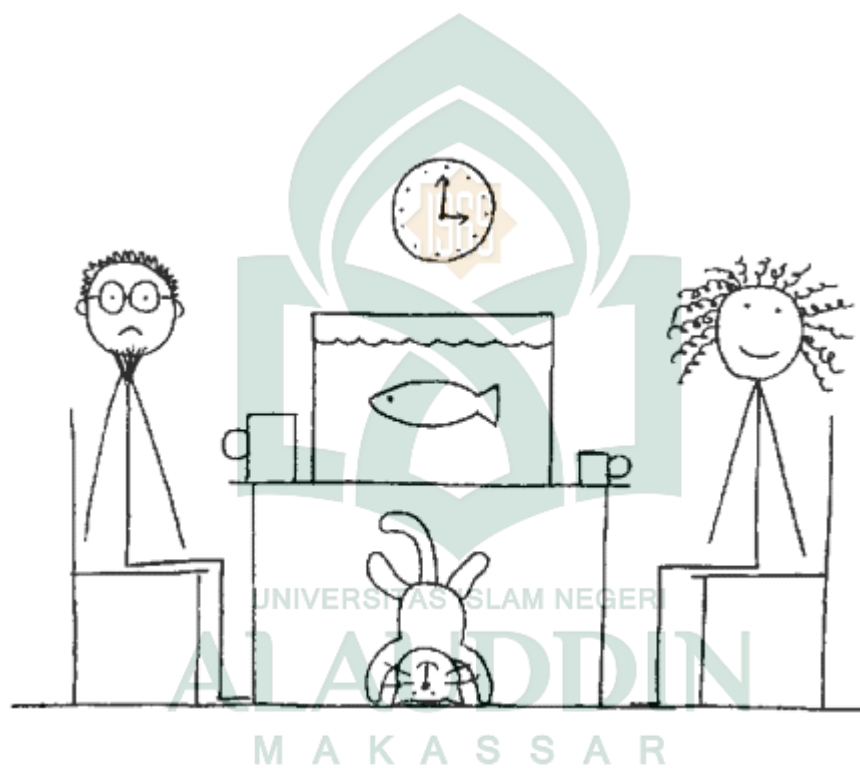


2. The teacher invite the students to present/describe their picture one by one in front of class that have dictated based what they draw

Research instrument

Spend time with family

1. The Researcher will dictate the picture to the students. Then, the students draw what the teacher dictate.



2. The teacher invite them one by one to present/describe their picture in front of class that have dictated based what they draw.

Appendix 3. The Result of Students' speaking Test

TABLE OF STUDENTS' TEST (PRELIMINARY STUDY)

| No | Respondents | Criteria | | | | Total | Average | Final score |
|----|----------------|------------|---------|---------------|----------------------|-------|---------|-------------|
| | | Vocabulary | Grammar | Pronunciation | Accuracy and Fluency | | | |
| 1 | Arfiansyah | - | - | - | - | - | - | - |
| 2 | Kasriani | 2 | 2 | 2 | 2 | 8 | 2 | 40 |
| 3 | Riswan | 1 | 1 | 1 | 1 | 4 | 1 | 20 |
| 4 | Rivaldi | 1 | 1 | 1 | 1 | 4 | 1 | 20 |
| 5 | Saddang | 1 | 1 | 1 | 1 | 4 | 1 | 20 |
| 6 | Rahmatullah | 1 | 2 | 2 | 2 | 7 | 1.75 | 35 |
| 7 | Firman | 1 | 1 | 1 | 1 | 4 | 1 | 20 |
| 8 | Hasmiah | 1 | 1 | 2 | 1 | 5 | 1.25 | 25 |
| 9 | Aliansyah | 1 | 1 | 1 | 1 | 4 | 1 | 20 |
| 10 | Anwar | 1 | 1 | 1 | 1 | 4 | 1 | 20 |
| 11 | Ariskal Riasti | 1 | 1 | 2 | 1 | 5 | 1.25 | 25 |
| 12 | Hasrawati | 1 | 1 | 2 | 2 | 6 | 1.25 | 25 |
| 13 | Ilham | 1 | 1 | 1 | 1 | 4 | 1 | 20 |
| 14 | Irna | 1 | 1 | 2 | 2 | 6 | 1.5 | 30 |
| 15 | Marina | 1 | 1 | 1 | 1 | 4 | 1 | 20 |
| 16 | Megawati | 2 | 2 | 2 | 2 | 8 | 2 | 40 |
| 17 | Muh. Aldi | 1 | 1 | 2 | 1 | 5 | 1.25 | 25 |
| 18 | Musdalifah | 2 | 2 | 2 | 2 | 8 | 2 | 40 |
| 19 | Riska Sasmita | 1 | 1 | 1 | 1 | 4 | 1 | 20 |
| 20 | Sulmina Syar | 1 | 1 | 2 | 1 | 5 | 1.25 | 25 |

TABLE OF FIRST CYCLE TEST

| No | Respondents | Criteria | | | | Total | Average | Final score |
|----|----------------|------------|---------|---------------|----------------------|-------|---------|-------------|
| | | Vocabulary | Grammar | Pronunciation | Accuracy and Fluency | | | |
| 1 | Arfiansyah | 4 | 4 | 3 | 4 | 15 | 3.75 | 75 |
| 2 | Kasriani | 4 | 4 | 4 | 4 | 16 | 4 | 80 |
| 3 | Riswan | 3 | 2 | 2 | 3 | 10 | 2.5 | 50 |
| 4 | Rivaldi | 3 | 2 | 2 | 3 | 10 | 2.5 | 50 |
| 5 | Saddang | 3 | 4 | 4 | 3 | 14 | 3.5 | 70 |
| 6 | Rahmatullah | 4 | 4 | 4 | 4 | 16 | 4 | 80 |
| 7 | Firman | 2 | 2 | 2 | 2 | 8 | 2 | 40 |
| 8 | Hasmiah | 3 | 4 | 3 | 4 | 14 | 3.5 | 70 |
| 9 | Aliansyah | 3 | 4 | 4 | 4 | 15 | 3.75 | 75 |
| 10 | Anwar | 3 | 4 | 4 | 4 | 15 | 3.75 | 75 |
| 11 | Ariskal Riasti | 3 | 4 | 4 | 3 | 14 | 3.5 | 70 |
| 12 | Hasrawati | 3 | 4 | 4 | 3 | 14 | 3.5 | 70 |
| 13 | Ilham | 2 | 3 | 2 | 2 | 9 | 2.25 | 45 |
| 14 | Irna | 4 | 3 | 3 | 3 | 13 | 3.25 | 65 |
| 15 | Marina | 2 | 2 | 2 | 2 | 8 | 2 | 40 |
| 16 | Megawati | 4 | 4 | 4 | 4 | 16 | 4 | 80 |
| 17 | Muh. Aldi | 3 | 4 | 3 | 4 | 14 | 3.5 | 70 |
| 18 | Musdalifah | 4 | 3 | 4 | 4 | 15 | 3.75 | 75 |
| 19 | Riska Sasmita | 4 | 4 | 3 | 4 | 15 | 3.75 | 75 |
| 20 | Sulmina Syar | 3 | 4 | 3 | 4 | 14 | 3.5 | 70 |

TABLE OF SECOND CYCLE TEST

| No | Respondents | Criteria | | | | Total | Average | Final score |
|----|----------------|------------|---------|---------------|----------------------|-------|---------|-------------|
| | | Vocabulary | Grammar | Pronunciation | Accuracy and Fluency | | | |
| 1 | Arfiansyah | 5 | 4 | 4 | 4 | 17 | 4.5 | 85 |
| 2 | Kasriani | 4 | 5 | 4 | 4 | 17 | 4.25 | 85 |
| 3 | Riswan | 3 | 4 | 3 | 3 | 12 | 3 | 65 |
| 4 | Rivaldi | 3 | 3 | 3 | 3 | 12 | 3 | 60 |
| 5 | Saddang | 3 | 4 | 4 | 4 | 15 | 3.75 | 75 |
| 6 | Rahmatullah | 4 | 5 | 4 | 4 | 17 | 4.25 | 85 |
| 7 | Firman | 3 | 3 | 3 | 3 | 12 | 3 | 60 |
| 8 | Hasmiah | 4 | 4 | 4 | 4 | 16 | 4 | 80 |
| 9 | Aliansyah | 4 | 4 | 4 | 4 | 16 | 4 | 80 |
| 10 | Anwar | 3 | 4 | 4 | 4 | 15 | 3.75 | 75 |
| 11 | Ariskal Riasti | 4 | 4 | 4 | 4 | 16 | 4 | 80 |
| 12 | Hasrawati | 4 | 4 | 4 | 3 | 15 | 3.75 | 75 |
| 13 | Ilham | 3 | 3 | 3 | 3 | 12 | 3 | 60 |
| 14 | Irna | 4 | 4 | 3 | 4 | 15 | 3.75 | 75 |
| 15 | Marina | 3 | 3 | 2 | 2 | 10 | 2.5 | 50 |
| 16 | Megawati | 5 | 5 | 4 | 4 | 18 | 4.5 | 90 |
| 17 | Muh. Aldi | 4 | 4 | 4 | 4 | 16 | 4 | 80 |
| 18 | Musdalifah | 4 | 4 | 4 | 5 | 17 | 4.25 | 85 |
| 19 | Riska Sasmita | 5 | 4 | 4 | 4 | 17 | 4.25 | 85 |
| 20 | Sulmina Syar | 4 | 4 | 4 | 4 | 16 | 4 | 80 |

Appendix 4. Observation Guidelines

The result of the observation in the First Cycle

| Aspects | Indicators | Respondents | | | | | | | | | | | | | | | | | | | | Percentage |
|---------------------|---|-------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| Learning Activities | Doing their conversation/ assignments based on the teacher's instruction | √ | √ | √ | √ | | √ | √ | √ | | | √ | √ | √ | √ | | √ | | √ | | √ | 70 |
| | Asking question to their teacher if there is an instruction which is not clear | √ | √ | √ | | | √ | | √ | | √ | | √ | √ | √ | √ | | √ | √ | √ | | 65 |
| | Giving comments and suggestions about their friends' job | | √ | √ | | √ | | √ | √ | √ | √ | √ | √ | | | | √ | √ | √ | | √ | 65 |
| | Presenting their discussion result without being appointed by the teacher | | | √ | | | √ | √ | √ | | | √ | √ | √ | √ | | √ | | √ | | √ | 55 |
| | Discussing and working together with their friends in doing their assignments | | √ | √ | √ | √ | | √ | √ | √ | | | √ | | √ | √ | √ | √ | √ | √ | | 70 |
| | Doing assignments from their teacher well | √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | | | | √ | | √ | √ | 65 |
| Creativities | Showing their curiosities with asking question to their teacher and friends | | √ | √ | | | √ | √ | √ | | | √ | √ | √ | √ | √ | √ | | √ | | √ | 65 |
| | Exploring their ideas | √ | | | | | √ | √ | √ | | | √ | | √ | | | √ | √ | √ | | √ | 50 |
| | Thinking and are not hopeless for looking for answer using books or asking to their friends | | | √ | √ | | √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | | √ | | √ | 70 |

| | | | | | | | | | | | | | | | | | | | | | | |
|----------------------|---|---|---|---|---|---|---|---|---|---|--|---|---|---|---|---|---|---|---|---|---|-----------|
| Feeling of happiness | Looking happy in learning process | √ | √ | | √ | | √ | √ | √ | | | √ | √ | | | √ | √ | √ | √ | √ | | 65 |
| | Not feeling sleepy during the teaching and learning process | | √ | √ | | | √ | | √ | | | √ | √ | √ | √ | √ | √ | √ | | √ | √ | 65 |
| Interaction | Discussing with their teacher | √ | √ | | | | | √ | √ | √ | | √ | √ | √ | √ | √ | √ | | √ | | √ | 65 |
| | Discussing with their friends | √ | √ | √ | √ | √ | √ | | √ | √ | | √ | √ | √ | √ | √ | | | | | √ | 70 |
| | Working together with their friends | √ | √ | √ | | √ | | √ | √ | √ | | | √ | √ | √ | √ | √ | | | √ | √ | 70 |
| Mean Score | | | | | | | | | | | | | | | | | | | | | | 65 |

The result of the observation in the Second Cycle

| Aspects | Indicators | Respondents | | | | | | | | | | | | | | | | | | | | Percentage |
|---------------------|---|-------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| Learning Activities | Doing their conversation/ assignments based on the teacher's instruction | √ | √ | √ | √ | | √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | | √ | 85 |
| | Asking question to their teacher if there is an instruction which is not clear | √ | √ | √ | √ | | √ | | √ | | √ | √ | √ | √ | √ | √ | | √ | √ | √ | | 75 |
| | Giving comments and suggestions about their friends' job | | √ | √ | | √ | | √ | √ | √ | √ | √ | √ | | √ | | √ | √ | √ | √ | √ | 75 |
| | Presenting their discussion result without being appointed by the teacher | | | √ | | | √ | √ | √ | | √ | √ | √ | √ | √ | | √ | | √ | | √ | 60 |
| | Discussing and working together with their friends in doing their assignments | √ | √ | √ | √ | √ | | √ | √ | √ | | √ | √ | | √ | √ | √ | √ | √ | √ | | 80 |
| | Doing assignments from their teacher well | √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | √ | | √ | √ | 75 |
| Creativities | Showing their curiosities with asking question to their teacher and friends | | √ | √ | | | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | 70 |
| | Exploring their ideas | √ | √ | | √ | | √ | √ | √ | | √ | √ | | √ | | | √ | √ | √ | | √ | 65 |
| | Thinking and are not hopeless for looking for answer using books or asking to their friends | | | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | | √ | | 75 |

| | | | | | | | | | | | | | | | | | | | | | | |
|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--------------|
| Feeling of happiness | Looking happy in learning process | √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | 85 |
| | Not feeling sleepy during the teaching and learning process | | √ | √ | | √ | √ | | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | 80 |
| Interaction | Discussing with their teacher | √ | √ | | √ | | √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | | √ | | √ | 75 |
| | Discussing with their friends | √ | √ | √ | √ | √ | √ | | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | | √ | 85 |
| | Working together with their friends | √ | √ | √ | | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | 85 |
| Mean Score | | | | | | | | | | | | | | | | | | | | | | 76.42 |

APPENDICES

Appendix 1. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

| | |
|----------------------------------|---|
| SMA/MA | : Madrasah Aliyah Guppi Samata |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : XI/Genap |
| Pertemuan ke | : 1 |
| Aspek/Skill | : Speaking |
| Alokasi waktu | : 2 JP (6 x 45) |
| Standar Kompetensi | : Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk <i>report</i> , <i>narrative</i> dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari |
| Kompetensi Dasar | : Mengungkap-kan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report</i> , <i>narrative</i> , dan <i>analytical exposition</i> |
| Indikator | : 1. Mengidentifikasi berbagai informasi dalam teks monolog secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari. 2. Mengungkapkan suatu pernyataan dalam bentuk lisan |
| I. Tujuan Pembelajaran | : 1. Siswa dapat mengungkapkan suatu pernyataan 2. siswa dapat mengidentifikasi berbagai informasi dalam teks monolog secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari. |
| II. Materi Ajar | : Daily activity (Picture Dictation) |
| III. Metode Pembelajaran | : Collaborative learning |
| IV. Langkah-Langkah Pembelajaran | : 1. Kegiatan awal : a. Guru mengucapkan salam dan tegur sapa dengan siswa |

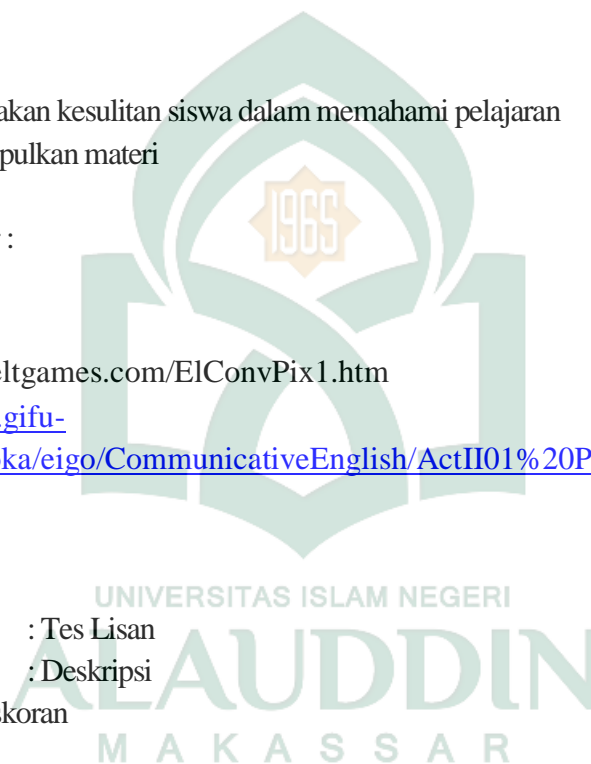
- b. Guru mengajak siswa berdoa guna menanamkan rasa cinta dan keyakinan yang kuat kepada tuhan
 - c. Guru mengabsen siswa
 - d. Guru memberikan warming up (motivasi dan dukungan) kepada siswa
 - e. Guru menjelaskan proses kegiatan pembelajaran yang akan dilaksanakan
2. Kegiatan Inti :
 - a. Guru menjelaskan kepada siswa apa yang akan dilakukan dalam materi Picture Dictation
 - b. Guru memperkenalkan kepada siswa tentang Picture Dictation
 - c. Guru memberi kesempatan kepada siswa untuk bertanya seputar penjelasan yang masih belum jelas
 - d. Guru dan siswa berdiskusi tentang materi (picture Dictation)
3. Kegiatan Akhir :
 - a. Guru menanyakan kesulitan siswa dalam memahami pelajaran
 - b. Guru menyimpulkan materi

V. Alat/Bahan/Sumber Belajar :

- Marker
- White board
- <http://www.elgames.com/ElConvPix1.htm>
- <http://weba2.gifu-net.ed.jp/kyoka/eigo/CommunicativeEnglish/ActII01%20Picture%20Dictation.htm>

VI. Penilaian

1. Teknik : Tes Lisan
2. Bentuk : Deskripsi
3. Pedoman penskoran



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMA/MA : Madrasah Aliyah Guppi Samata
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI/Genap
 Pertemuan ke : 2
 Aspek/Skill : Speaking
 Alokasi waktu : 2 JP (6 x 45)

Standar Kompetensi : Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk *report*, *narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari

Kompetensi Dasar : Mengungkap-kan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report*, *narrative*, dan *analytical exposition*

Indikator : 1. Mengidentifikasi berbagai informasi dalam teks monolog secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.
 2. Mengungkapkan suatu pernyataan dalam bentuk lisan

I. Tujuan Pembelajaran : 1. Siswa dapat mengungkapkan suatu pernyataan
 2. Siswa dapat mengidentifikasi berbagai informasi dalam teks monolog secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

II. Materi Ajar : Daily activity (Picture Dictation)

III. Metode Pembelajaran : Collaborative learning

IV. Langkah-Langkah Pembelajaran

1. Kegiatan awal
 - a. Guru mengucapkan salam dan tegur sapa dengan siswa
 - b. Guru mengajak siswa berdoa guna menanamkan rasa cinta dan keyakinan yang kuat kepada tuhan
 - c. Guru mengabsen siswa
 - d. Guru memberikan warming up (motivasi dan dukungan) kepada siswa
 - e. Guru menjelaskan proses kegiatan pembelajaran yang akan dilaksanakan

2. Kegiatan Inti

- a. Guru menjelaskan kepada siswa apa yang akan dilakukan dalam materi Picture Dictation (gambar yang didikte)
- b. Guru memperkenalkan kepada siswa tentang Picture Dictation
- c. Guru memberi kesempatan kepada siswa untuk bertanya seputar penjelasan yang masih belum clear
- d. Guru memberikan beberapa vocabulary tentang gambar (Picture dictation)
- e. Siswa diberi tugas mengenai vocabulary yang berkaitan dengan Picture Dictation
- f. Siswa diminta satu-persatu untuk mendeskripsikan gambar yang didiktekan dengan menggunakan bahasa Inggris

3. Kegiatan Akhir :

- a. Guru menanyakan kesulitan siswa dalam memahami pelajaran
- b. Guru menyimpulkan materi

V. Alat/Bahan/Sumber Belajar :

1. Marker
2. White board
3. <http://www.elgames.com/ElConvPix1.htm>
4. <http://weba2.gifu-net.ed.jp/kyoka/eigo/CommunicativeEnglish/ActII01%20Picture%20Dictation.htm>

VI. Penilaian

1. Teknik : Tes Lisan
2. Bentuk : Deskripsi
3. Pedoman penskoran



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMA/MA : Madrasah Aliyah Guppi Samata
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI/Genap
 Pertemuan ke : 4
 Aspek/Skill : Speaking
 Alokasi waktu : 2 JP (6 x 45)

Standar Kompetensi : Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk *report*, *narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari

Kompetensi Dasar : Mengungkap-kan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report*, *narrative*, dan *analytical exposition*

Indikator : 1. Mengidentifikasi berbagai informasi dalam teks monolog secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.
 2. Mengungkapkan suatu pernyataan dalam bentuk lisan

I. Tujuan Pembelajaran : 1. Siswa dapat mengidentifikasi berbagai informasi dalam teks monolog secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.
 2. Siswa dapat mengungkapkan suatu pernyataan

II. Materi Ajar : Daily activity (Picture Dictation)

III. Metode Pembelajaran : Collaborative learning

IV. Langkah-Langkah Pembelajaran

5. Kegiatan awal
 - a. Guru mengucapkan salam dan tegur sapa dengan siswa
 - b. Guru mengajak siswa berdoa guna menanamkan rasa cinta dan keyakinan yang kuat kepada tuhan
 - c. Guru mengabsen siswa
 - d. Guru memberikan warming up (motivasi dan dukungan) kepada siswa
 - e. Guru menjelaskan proses kegiatan pembelajaran yang akan dilaksanakan

6. Kegiatan Inti

- a. Guru menjelaskan kepada siswa apa yang akan dilakukan dalam materi Picture Dictation (gambar yang didikte) meski telah dijelaskan di pertemuan sebelumnya
- b. Guru memperkenalkan kepada siswa tentang Picture Dictation
- c. Guru memberi kesempatan kepada siswa untuk bertanya seputar penjelasan yang masih belum clear
- d. Guru memberikan beberapa vocabulary tentang gambar (Picture dictation)
- e. Siswa diberi tugas mengenai vocabulary yang berkaitan dengan Picture Dictation
- f. Siswa diminta satu-persatu untuk mendeskripsikan gambar yang didiktekan dengan menggunakan bahasa inggris

7. Kegiatan Akhir :

- c. Guru menanyakan kesulitan siswa dalam memahami pelajaran
- d. Guru menyimpulkan materi

V. Alat/Bahan/Sumber Belajar :

1. Marker
2. White board
3. <http://www.elgames.com/ElConvPix1.htm>
<http://weba2.gifu-net.ed.jp/kyoka/eigo/CommunicativeEnglish/ActII01%20Picture%20Dictation.htm>

VI. Penilaian

1. Teknik : Tes Lisan
2. Bentuk : Deskripsi
3. Pedoman penskoran



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMA/MA : Madrasah Aliyah Guppi Samata
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI/Genap
 Pertemuan ke : 5
 Aspek/Skill : Speaking
 Alokasi waktu : 2 JP (6 x 45)

Standar Kompetensi : Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk *report*, *narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari

Kompetensi Dasar : Mengungkap-kan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report*, *narrative*, dan *analytical exposition*

Indikator : 1. Mengidentifikasi berbagai informasi dalam teks monolog secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.
 2. Mengungkapkan suatu pernyataan dalam bentuk lisan

I. Tujuan Pembelajaran : 1. Siswa dapat mengungkapkan suatu pernyataan
 2. Siswa dapat mengidentifikasi berbagai informasi dalam teks monolog secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

II. Materi Ajar : Daily activity (Picture Dictation)

III. Metode Pembelajaran : Collaborative learning

IV. Langkah-Langkah Pembelajaran

1. Kegiatan awal
 - a. Guru mengucapkan salam dan tegur sapa dengan siswa
 - b. Guru mengajak siswa berdoa guna menanamkan rasa cinta dan keyakinan yang kuat kepada tuhan
 - c. Guru mengabsen siswa
 - d. Guru menanyakan kesiapan siswa dan memotivasi mereka sebelum memulai pembelajaran
 - e. Guru mengajak peserta didik memainkan game
 - f. Guru menjelaskan proses kegiatan pembelajaran yang akan dilaksanakan

2. Kegiatan Inti

- a. Guru menjelaskan kepada siswa apa yang akan dilakukan dalam materi Picture Dictation (gambar yang didikte) meski telah dijelaskan di pertemuan sebelumnya
- b. Guru memperkenalkan kepada siswa tentang Picture Dictation
- c. Guru memberi kesempatan kepada siswa untuk bertanya seputar penjelasan yang masih belum clear
- d. Guru memberikan contoh dalam pembuatan kalimat (grammar)
- e. Guru memberikan beberapa vocabulary tentang gambar (Picture dictation)
- f. Siswa diberi tugas mengenai vocabulary yang berkaitan dengan Picture Dictation
- g. Siswa diminta satu-persatu untuk mendeskripsikan gambar yang didiktekan dengan menggunakan bahasa inggris

3. Kegiatan Akhir :

- a. Guru menanyakan kesulitan siswa dalam memahami pelajaran
- b. Guru menyimpulkan materi

V. Alat/Bahan/Sumber Belajar :

1. Marker
2. White board
3. <http://www.elgames.com/ElConvPix1.htm>
<http://weba2.gifu-net.ed.jp/kyoka/eigo/CommunicativeEnglish/ActII01%20Picture%20Dictation.htm>

VI. Penilaian

1. Teknik : Tes Lisan
2. Bentuk : Deskripsi
3. Pedoman penskoran

Appendix 5. Documentation









CURRICULUM VITAE



The writer, **Kasmi** was born in 16th April 1994, the district of Mamuju, West Sulawesi. She was the only child of the couple Mamma Ise and Hali. In 2000 she began her education in SDK Negeri Takosang and finished in 2006. Then, she continued her study in SMP Negeri 2 Kalukku and finished in 2009. And at the same year she continued her study in SMA Negeri 1 Sampaga. She won as the first winner in Economic subject of Olimpiade Sains Nasional (OSN) Tingkat Kab. Mamuju held by Dinas DIKPORA Kab. Mamuju Tahun 2011. She was one of the best graduates in her school in 2012. All of the three levels of his education was passed in his beloved village in Mamuju regency. After that in 2013 she was accepted as a student of English Education Department of Tarbiyah and Teaching Science Faculty, Alauddin State Islamic University of Makassar (UIN). She hopes after graduating in UIN Alauddin Makassar, she is able to be a professional English teacher and also hopes can continue her study to go abroad.